

FE Week

FREE WITH THIS ISSUE



A4E SEVEN'S FRAUD TRIAL
UNDER WAY

PAGE 2

LAMBETH COLLEGE
STRIKE VOTE SHELVED

PAGE 2

OFQUAL ACCREDITATION CHANGE
'NOT STRAIGHTFORWARD'

PAGE 12

IfL staff bid their final farewells



Institute for Learning (IfL) staff bid a fond farewell to the organisation ahead of its legacy transfer to the Education and Training Foundation (ETF) on Thursday (October 16).

At a gathering in the Jerwood Space near London Bridge, staff celebrated the achievements of the IfL over its 10-year history.

The non-executive board of the IfL voted to close the organisation and transfer its legacy, assets and members to the foundation in July, after concerns over its long-term financial viability.

None of the IfL staff will be transferring to the ETF.

See page 4 for the final IfL survey and pages 8 & 9 for a profile of its chief executive, Dr Jean Kelly

From left, back row: Steve Rich, CPD programme co-ordinator, Rachel Cooke, policy officer (performance and planning), Shane Chowen, policy officer (communications and research), Lucy Davies, head of membership and information, Angela Norman, finance services co-ordinator, and Tristan Wright, IT consultant.

Front row: Marie Ashton, head of marketing and communications, Brian Bastampillai, data and information co-ordinator, Dr Jean Kelly, chief executive, Sue Colquhoun head of professional status and recognition, and Elaine Battson, director of finance

REFORM WARNING AS APPRENTICESHIPS PLUMMET

@REBECCA COONEY

REBECCA.COONEY@FEWEEK.CO.UK

Apprenticeship funding reforms have been thrust back into the spotlight after government figures indicated the programme was heading for the second consecutive annual drop in the number of starts.

Provisional data shows that in 2013/14 the number of all-age apprenticeship starts was 432,400, a 13 per cent fall from the comparable figures for 2012/13.

Although the number of 16 to 18-year-olds starting apprenticeships rose 5 per cent to 117,800 since last year, the number of 19 to 24-year-olds fell 3 per cent to 156,900.

And the number of 25+ apprenticeships—the largest apprentice age group—tumbled from 222,200 to 157,700, a drop of 29 per cent.

The government figures, published in the Statistical First Release (SFR) on Thursday (October 16), also suggest the number of people starting apprenticeships has dropped for the second year running.

The final figures for 2012/13 showed the first

drop in apprenticeship take-up in seven years (from 510,200 to 499,800—a 2 per cent drop) and if the provisional figures are confirmed in the next SFR (due in January), they would prove the worrying downward trend was continuing—and include level two.

Skills Minister Nick Boles pointed towards the failed FE loans system for apprentices, which applied to learners from the age of 24 and from level three and was dropped in February, as behind the drop and said he "looks forward to numbers bouncing back".

Nut he has been warned that the hoped-for recovery in numbers remained at risk from proposals currently on his desk to make employers pay towards apprentice training costs.

Stewart Segal, chief executive of the Association of Employment and Learning Providers, told *FE Week*: "While the increase in starts for under 19s is very encouraging, the mixed news underlines why we need to get the apprenticeship funding reforms right, especially in the context of the two main party leaders' pledges to massively expand the

programme by an extra 200,000 starts a year."

"The Skills Minister at the AELP conference on Wednesday [October 15] told providers he was 'nervous' about requiring mandatory cash contributions from employers and the evidence that we and other groups have presented about this proposal's likely effect on volumes suggest that he is right to take his time about pushing ahead with it."

Dr Mary Bousted, general secretary of the Association of Teachers and Lecturers (ATL), said: "Although it is good news that there has been a rise in the number of under 19-year-olds starting apprenticeships, it is worrying that there has been drop in the number of over 19s doing so."

"When so many young people are out of work, the government needs to do much more to encourage employers to invest in apprentices."

Mr Boles, who told this month's AELP autumn conference of his being "nervous" at the apprenticeship funding reform proposals, said: "I welcome the increased number of 16 to 24-year-old apprentices as well as a marked

improvement in the quality of training."

He added: "Changes in the funding of adult apprenticeships did affect the number of starts between August 2013 and February 2014."

"We have since addressed this and look forward to numbers bouncing back."

David Hughes, chief executive of the National Institute of Adult Continuing Education, warned the "significant impact" of loans on apprenticeships could "have serious implications for the economy".

He added the organisation had "concerns" that loans had also affected the uptake of other level three and four courses.

Meanwhile, the number of traineeship starts in the programme's first year was provisionally put at 10,500.

Mr Boles said the figures were "excellent" and showed traineeships were off to "a strong start".

See pages 10 and 11 for coverage of the AELP conference, including Mr Boles's speech

See editor's comment on page 6

ncfe.

not just your
ordinary a.o.

Switch to NCFE today.

Call: 0191 239 8003

Email: switching@ncfe.org.uk

Visit: ncfe.org.uk/switch

Editor:	Chris Henwood
Head designer:	Nicky Phillips
Designer:	Rob Galt
Sub editor:	Paul Offord
Reporters:	Freddie Whittaker Rebecca Cooney Sophie Scott
Photographer:	Ellis O'Brien
Financials:	Helen Neilly Victoria Boyle
Sales manager:	Hannah Smith
Sales executive:	Negar Sharifi
Administration:	Frances Ogefer Dell

Contributors:	Jim Proudfoot Jane Byford David Hughes
---------------	--

FE Week intern:	Chris Spring
-----------------	--------------

Managing director:	Shane Mann
--------------------	------------

And tweet us your thoughts @feweek or with the #feweek

Contact the editor

Please inform the FE Week editor of any errors or issues of concern regarding this publication.

Email chris.henwood@feweek.co.uk with Error/Concern in the subject line. Please include the page number and story headline, and explain what the problem is.

SUBSCRIBE

For an annual subscription to FE Week for just £75 visit www.feweek.co.uk and click on 'subscribe' at the top of the page. www.feweek.co.uk

ADVERTISE WITH US

If you are interested in placing a product or job advert in a future edition please click on the 'advertise' link at the top of the page on feweek.co.uk or contact:

E: hannah.smith@feweek.co.uk
T: 020 8123 778

Disclaimer

FE Week is owned and published by Lsect Ltd. The views expressed within the publication are those of the authors named, and are not necessarily those of FE Week, Lsect Ltd or any of its employees. While we try to ensure that the information we provide is correct, mistakes do occur and we cannot guarantee the accuracy of our material.

The design of the printed newspaper and of the website is copyright of Lsect Ltd and material from the newspaper should not be reproduced without prior permission. If you wish to reproduce an article from either the printed paper or the website, both the article's author and FE Week must be referenced (to do so would be an infringement on copyright). Lsect Ltd is not responsible for the content of any external internet sites linked to.

Please address any complaints to the editor. We are fully committed to the Press Complaints Commission's Code of Practice. If you have a complaint which cannot be resolved by the editor, write to the Press Complaints Commission, Halton House, 22–23 Holborn, London EC1N 2JD

Learning & Skills Events,
Consultancy and Training Ltd
161–165 Greenwich High Road
London SE10 8JA
T: 020 8123 4778
E: news@feweek.co.uk

TRIAL OVER A4E SEVEN ACCUSED OF FRAUD OFFENCES UNDER WAY

@REBECCA COONEY

REBECCA.COONEY@FEWEEK.CO.UK

The trial of seven people charged with fraud-related offences after allegedly ripping off the taxpayer at welfare-to-work provider A4e is under way at Reading Crown Court.

Ex-A4e recruiters Hayley Faye Wilson, Matthew Hannigan-Train, Sarah Hawkins, Serge Wyett, Yasmin Ahmad and former account managers Ines Cano-Uribe and Zabar Mehmood Khalil all pleaded not guilty when the trial opened on Monday, October 6.

The case followed a police investigation into financial rewards claimed for helping the unemployed into work through the European Social Fund (ESF) 'Aspire to Inspire' Lone Parent mentoring programme, which ended in July 2011.

It is alleged that they "made false instruments" — forged documentation to support fraudulent claims for rewards for work with learners who had not found work or did not exist over a period of four years until February last year.

Wilson, aged 26, of Milton Keynes, Cano-Uribe, 38, of Madrid, Hannigan-Train, 30, of Bristol, Hawkins, 32, of Bagshot, Surrey, and Wyett, 40, of Richmond, are all charged with conspiracy to make false instruments.

Cano-Uribe and Khalil, 35, of Slough, are jointly charged with making false instruments but separately face further charges — Khalil is charged with a further three counts of making false instruments, while Cano-Uribe faces one more of the same charge.

A CPS spokesperson said the case was expected to run for five weeks in total. All defendants are on unconditional bail. [Proceeding]

Yasmin Ahmad, 40, of Colchester, faces charges of making false instruments and making articles for use in fraud.

A Crown Prosecution Service spokesperson said: "Under the terms of the contract, payments were made when the scheme successfully placed individuals in employment."

"It is alleged that many of the reward payments related either to people who never attended A4e or to clients whom A4e had not successfully placed in employment."

The contract was to deliver motivation and training and to assist people to find employment."

Andrew Dutton, A4e chief executive, said: "A4e co-operated fully with the police enquiry, after our own internal investigation first brought these alleged incidents to light."

"Since these alleged events took place, we have augmented our controls and processes to seek to ensure that nothing like this could ever happen again."

"Furthermore, rigorous audits undertaken by the Department for Work and Pensions (DWP) and the Skills Funding Agency have concluded that there is no evidence of fraud on any of the contracts that we hold with them."

"A4e has, of course, committed to paying back in full the total value of alleged unsubstantiated claims that were made to the DWP."

A CPS spokesperson said the case was expected to run for five weeks in total. All defendants are on unconditional bail. [Proceeding]

Loans payout tops £115m

The number of learners with 24+ advanced learning loans paid to their FE provider between August last year and the end of July was 55,900.

Latest figures released by the Student Loans Company also showed that the total amount paid out during the period was £115.8m.

The average amount paid per learner was £2,070, up from £1,670 that had been paid-out between August last year and the end of April this year.

Phones 4u apprentices

Retailer Dixons Carphone has taken on around 140 former Phones 4u apprentices.

The firm took on 160 Phones 4u outlets after the firm went into administration last month. A spokesperson said it was "honouring" contracts of around 140 apprentices employed at the stores.

Vodafone and EE declined to comment on what would happen to apprentices at 140 and 58 former Phones 4u outlets they had purchased respectively.

Phones 4u had employed around 900 apprentices in total.

Pathways leads to £250k

The UK Commission for Employment and Skills (UKCES) is offering £250,000 to develop progression pathways for low paid hospitality and retail workers.

Along with the Department for Work and Pensions, it has launched a competition for employers to run 12 to 18-month initiatives helping employees progress and stay in their roles, saving them costly recruitment processes.

The government will contribute £250,000 per project alongside employer contributions. The competition closes on November 28.

Visit the UKCES section on www.gov.uk for more details.

Lambeth strike vote shelved to consider 'new offer'

@PAULOFFORD

PAUL.OFFORD@FEWEEK.CO.UK

A ballot that could have led to renewed industrial action at Lambeth College has been suspended to allow union members to consider a "new" offer, FE Week can reveal.

University and College Union (UCU) members walked out for five weeks from June 3 in a dispute over new staff contracts introduced on April 1, which the UCU said would leave staff with longer working hours, less sick pay and less annual leave.

The UCU opened a ballot on September 22 on whether to launch a new strike ahead of scheduled talks between college and union leaders on October 6.

But a UCU spokesperson said the ballot, which was supposed to close on Monday (October 13), was suspended on Friday (October 10) to allow for consideration of offers made during the October 6 meeting by college management.

He said: "The ballot at Lambeth was suspended following the improved offer by the college management. Members are now being consulted over that new offer and the consultation finishes on Wednesday [October 22]."

A college spokesperson said it had offered a guarantee that staff taken on before April



I would stay on the original contract until at least September 2017.

Alternatively, existing staff could accept a £1,500 "cash incentive" to transfer to the new contract by September 2016.

The spokesperson said both options would be dependent on staff agreeing to work an extra hour per week from September — increasing their overall annual working hours from 828 to 864.

The UCU spokesperson said members would now vote on whether "they wanted to accept one of the two options or reject both".

There could be another ballot for strike action if both offers were rejected.

Principal Mark Silverman (pictured) said: "I remain hopeful that UCU members over pay."

the majority of whom understand and support the changes that have transformed this college since 2012, will accept our propositions and that we can bring a swift and decisive end to the dispute."

Meanwhile, the UCU's FE committee was set to meet on Friday as FE Week went to press to decide how to respond to a court ruling that stopped it launching a national strike.

Her comments have been seen as an indication the QCF had already been written-off by the qualifications watchdog despite a consultation on its future having only ended on Thursday (October 16).

The protest, which was scheduled to take place on Tuesday (October 14), was called off after the High Court handed down an injunction the day before barring industrial action.

Members were due to walk out over an ongoing row over pay, but the AoC challenged the UCU over the validity of a ballot of members.

Marc Whitworth, acting director of employment services at AoC, said: "Strike action relying on an old ballot was prevented, which meant colleges and their students could go about their day-to-day business as normal."

The UCU spokesperson said: "We were disappointed the AoC decided to make a late dash to the High Court to overturn the ballot rather than deal with members' concerns over pay."

Ms Stacey, said: "However well-intentioned

FE WEEK NEWS IN BRIEF

Loans payout tops £115m

The number of learners with 24+ advanced learning loans paid to their FE provider between August last year and the end of July was 55,900.

Latest figures released by the Student Loans Company also showed that the total amount paid out during the period was £115.8m.

The average amount paid per learner was £2,070, up from £1,670 that had been paid-out between August last year and the end of April this year.

Phones 4u apprentices

Retailer Dixons Carphone has taken on around 140 former Phones 4u apprentices.

The firm took on 160 Phones 4u outlets after the firm went into administration last month. A spokesperson said it was "honouring" contracts of around 140 apprentices employed at the stores.

Pathways leads to £250k

The UK Commission for Employment and Skills (UKCES) is offering £250,000 to develop progression pathways for low paid hospitality and retail workers.

Along with the Department for Work and Pensions, it has launched a competition for employers to run 12 to 18-month initiatives helping employees progress and stay in their roles, saving them costly recruitment processes.

Pathways leads to £250k

The UK Commission for Employment and Skills (UKCES) is offering £250,000 to develop progression pathways for low paid hospitality and retail workers.

Along with the Department for Work and Pensions, it has launched a competition for employers to run 12 to 18-month initiatives helping employees progress and stay in their roles, saving them costly recruitment processes.

Pathways leads to £250k

The UK Commission for Employment and Skills (UKCES) is offering £250,000 to develop progression pathways for low paid hospitality and retail workers.

Along with the Department for Work and Pensions, it has launched a competition for employers to run 12 to 18-month initiatives helping employees progress and stay in their roles, saving them costly recruitment processes.

Pathways leads to £250k

The UK Commission for Employment and Skills (UKCES) is offering £250,000 to develop progression pathways for low paid hospitality and retail workers.

Along with the Department for Work and Pensions, it has launched a competition for employers to run 12 to 18-month initiatives helping employees progress and stay in their roles, saving them costly recruitment processes.

Pathways leads to £250k

The UK Commission for Employment and Skills (UKCES) is offering £250,000 to develop progression pathways for low paid hospitality and retail workers.

Along with the Department for Work and Pensions, it has launched a competition for employers to run 12 to 18-month initiatives helping employees progress and stay in their roles, saving them costly recruitment processes.

Pathways leads to £250k

The UK Commission for Employment and Skills (UKCES) is offering £250,000 to develop progression pathways for low paid hospitality and retail workers.

Along with the Department for Work and Pensions, it has launched a competition for employers to run 12 to 18-month initiatives helping employees progress and stay in their roles, saving them costly recruitment processes.

Pathways leads to £250k

The UK Commission for Employment and Skills (UKCES) is offering £250,000 to develop progression pathways for low paid hospitality and retail workers.

Along with the Department for Work and Pensions, it has launched a competition for employers to run 12 to 18-month initiatives helping employees progress and stay in their roles, saving them costly recruitment processes.

Pathways leads to £250k

The UK Commission for Employment and Skills (UKCES) is offering £250,000 to develop progression pathways for low paid hospitality and retail workers.

Along with the Department for Work and Pensions, it has launched a competition for employers to run 12 to 18-month initiatives helping employees progress and stay in their roles, saving them costly recruitment processes.

Apprentice group campaigns on childcare</

'Light-bulb moments' figure in final IfL survey

The results of the final Institute for Learning (IfL) survey of teachers and trainers in FE and skills are presented by Shane Chowen, IfL policy officer (communications and research).

It has been a privilege to work for FE teachers and trainers as the IfL's policy officer for the last three years.

My policy colleague Rachel Cooke and I have worked together, consulting IfL members and representing their views on a plethora of consultations involving more than 50,000 practitioners.

Often, these were in reaction to government or sector organisations and so, given the pace of change in FE and skills, we rarely had the opportunity to ask the questions we really wanted to ask.

In June, the IfL launched what was to be our final major member consultation — an omnibus survey for members and non-members to complete over the summer.

The questions were designed to provoke reflection and creativity, two things that IfL has long valued in the considered insights of teachers and trainers.

The survey, and consequently the report of the findings, had three main sections: questions about professionalism, professional identity and careers; questions about policy; and questions about continuing professional development.

We received more than 1,200 responses. One of the best things about working for IfL has been the ability to connect with practitioners across all parts of the FE and skills sector. This survey was no exception.

We had responses from teachers and trainers in the armed forces, public services and employer providers as well as FE colleges and independent training providers.

We wanted to be able to record the reflective perspective of practitioners on what it is about the job that gets them out of bed in the morning and what can be improved.

More than anything, it seems that the central motivation for teachers in FE and skills is the successful achievement and progression of learners.

Time and time again we saw phrases like "light-bulb moments," "when students get it" and "when you see learners get where they wanted to go".

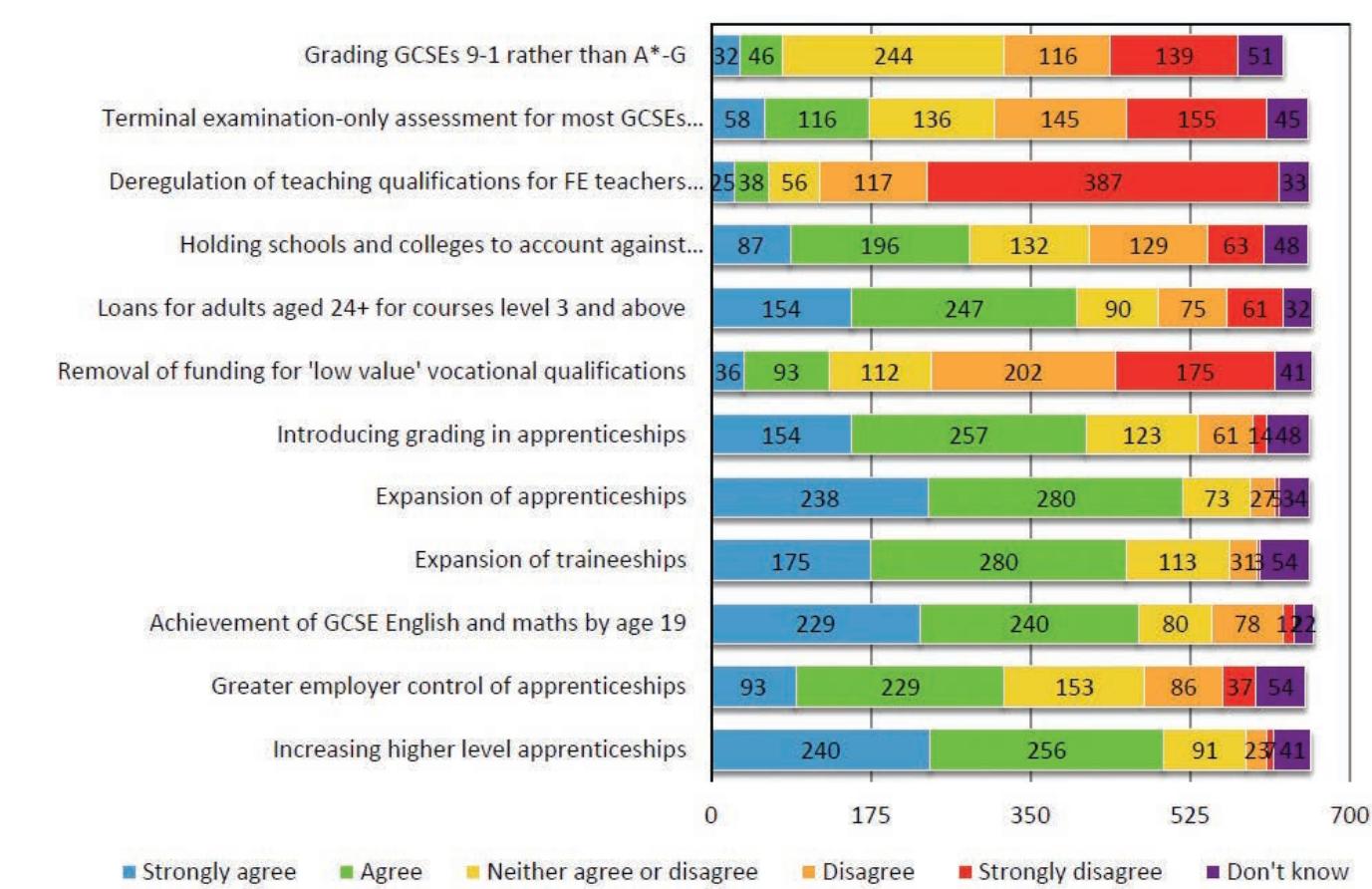
In terms of improving the job, practitioners across the sector talked about redressing the balance between teaching and administrative duties.

Echoing the sentiments articulated by Education Secretary Nicky Morgan in her speech at the Conservative Party conference this year, teachers and trainers in our sector do not feel that enough time can be dedicated to planning and evaluation, thus potentially inhibiting

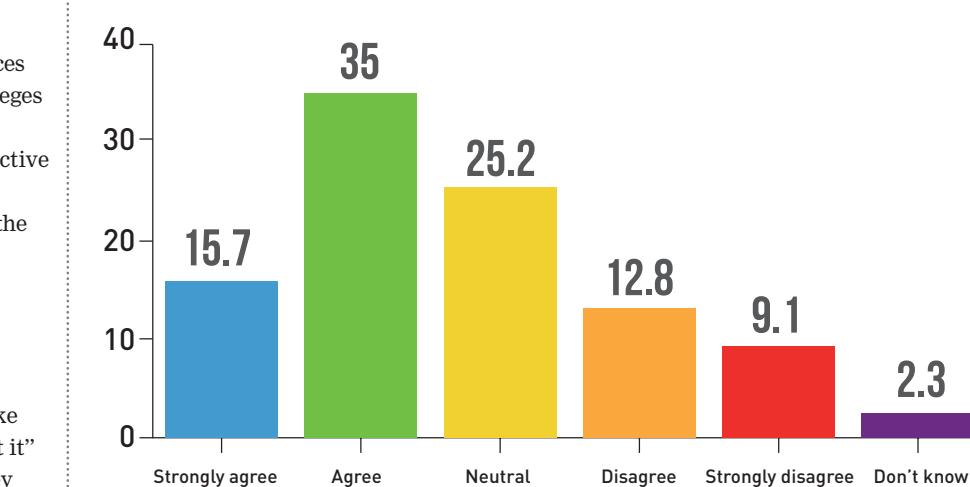


Shane Chowen

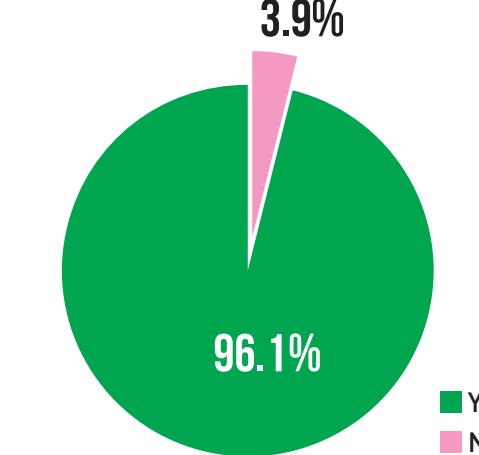
Q8: To what extent do you agree or disagree with the government's agenda on the policy areas below



Q10: The further education and skills sector is a great place to be a teacher/trainer (%)



Q11: Do you think learners, future learners, employers and parents should have the right to know that they are being taught by a qualified teacher? (%)



creativity and innovation in the classroom.

Too many examples were presented of planning, reflection and professional development not being considered legitimate parts of the working week.

Careers advice and guidance is a big theme in our sector's narrative, but how often do we invest attention to the career paths of our own people?

Our research highlights that most teachers and trainers see career progression in terms of becoming more advanced and experienced teaching professionals, rather than being 'promoted' to management positions.

Teachers and trainers in FE and skills are aspirational, and IfL research shines a light on

the kinds of roles and activities — teaching, management, professional or academic — they consider in their career aspirations.

If an FE teacher or trainer were appointed as the minister responsible for the sector after the next general election, the lack of fair funding would be a key priority.

his finding comes from an open question inviting survey participants to list five things they would seek to achieve if they were the minister for FE and skills. Other priorities included reinstating requirements for teachers to undertake teacher training; ensuring school leavers had the right skills to progress to FE; and increasing freedoms and flexibilities for teachers by redressing workload issues.

Teachers and trainers also felt that their

local labour markets were failing to provide good jobs for their learners; that the general public had become more aware of FE than previously; and that the current education and skills system was not sufficiently accessible for adults who need retraining.

I commend these findings to the sector as valuable insight for further development of pedagogy, policy, professionalism and professional development in our sector.

Pictured: a selection of the findings from the IfL report Pedagogy, policy and professionalism — its final survey.

Visit www.feweek.com to read full IfL report

ncfe.

different.
it's what we do.

We're proud to be different and we're also proud of our qualification suites and packages.

We can support your delivery of Study Programmes, Apprenticeships, Traineeships, Functional Skills, maths and English units as well as a wide range of qualifications eligible for funding.

Switching to NCFE is as easy as 1, 2, 3 so make the switch today.

Call **0191 239 8003** or email our switching team at **switching@nfcfe.org.uk**

Call: **0191 239 8003**

Email: **switching@nfcfe.org.uk**

Visit: **nfcfe.org.uk/switch**

FE WEEK COMMENT

On the level

It wasn't too long ago that *FE Week* seemed the lone voice drawing public attention to falling numbers of 16 to 18 apprenticeships starts while overall figures rocketed.

Thankfully, that teenage trend appears to have been in arrest since the third quarter of last academic year.

Unfortunately, we are now witnessing falling numbers overall — due to a decline in 19+ starts and, in the main, the 25+ age group.

But what is interesting here, and what the Skills Minister's apprentice FE loans excuse does not take into account, is that these falls were not limited to levels three and above (those to which FE loans applied).

The failed FE loans experiment most certainly affected 25+ apprentice numbers at these levels — but why also the fall in level two?

These intermediate apprenticeship starts for the 19+ age group fell provisionally by 3 per cent to 200,200 last academic year. It was a 5 per cent fall for 25+ to 104,200.

Could the reason be that there were incorrect assumptions that 24-plus FE loans also applied to level two apprenticeships?

With the quality of advice and guidance again the source of criticism this week (see page seven), it's a conclusion we might just have to consider while thinking seriously about the wisdom of further funding reforms for apprenticeships.

Chris Henwood
chris.henwood@feweek.co.uk

TOP AELP CONFERENCE TWEETS

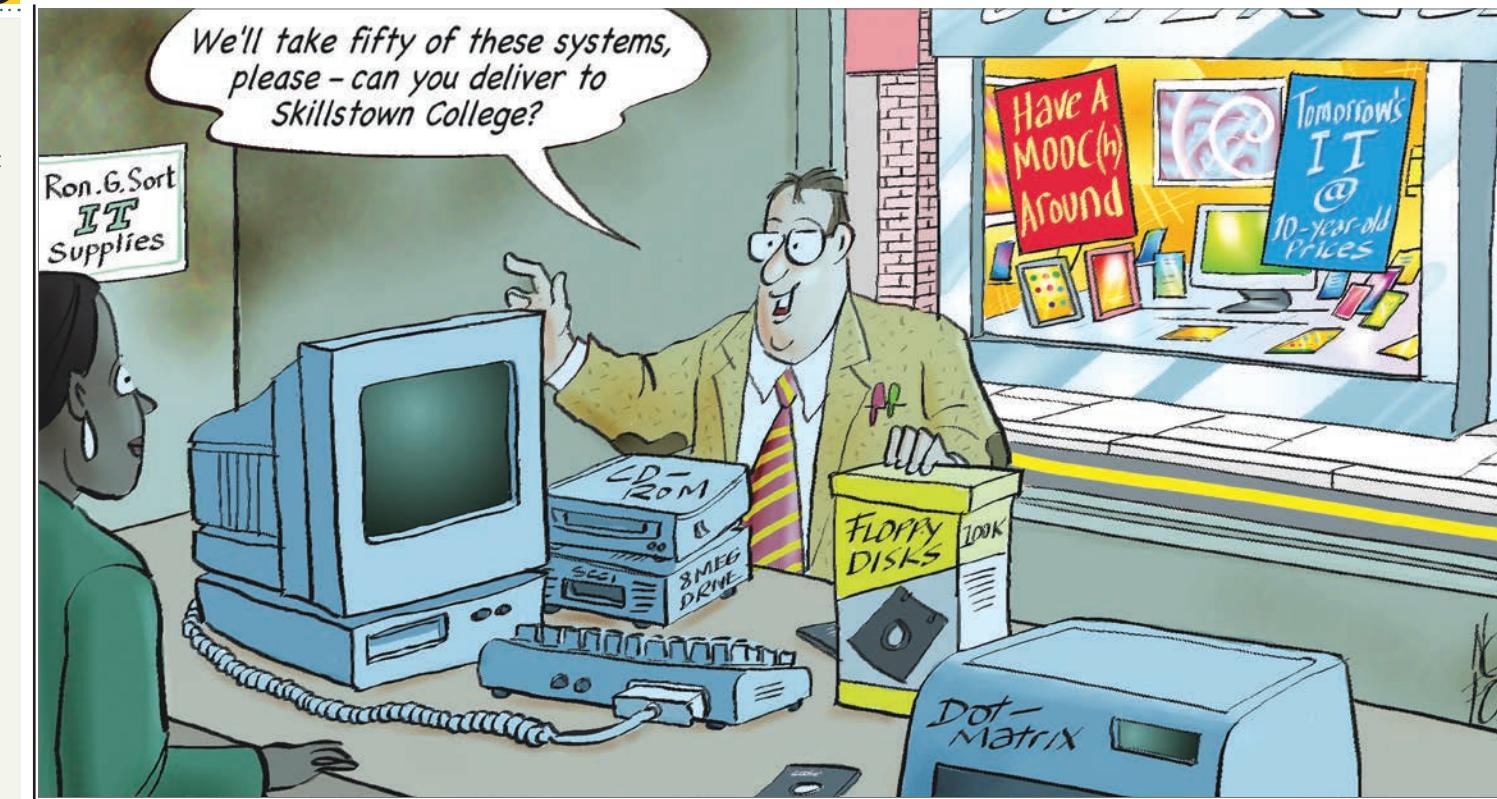
@joeAlane: sees calls for a stable, blended approach to localism and @NickBolesMP called apprenticeships 'one of two gold-standard routes'

@DavidMarriott: quality assurance arrangements still not even on the radar for the funding reforms. How can providers prepare a price???

@MarkBrownneo: @UCASProgress Is there really a demand for this? Most of ours have no problem recruiting. The current system is fit for purpose

@AELPUK: Party leaders' pledges mean an extra 200,000 @Apprenticeships starts a year, Jennifer Coupland tells #ac2014

@PaulW153: Kirstie donnelly @cityandguildspr says real question is gcses the right thing to be doing for learners at work? Good question



Adult skills budget going on 'wrong sort of IT'

@REBECAKCOONEY

REBECCA.COONEY@FEWEEK.CO.UK

spent on IT but it's the wrong sort of IT — it's qualifications that are 10 years old and very out of date.

"Colleges' offer is driven by where they can access funding, these qualifications and courses need repurposing."

"It's not going to cost us any more money and then the amount of adult skills budget spent on it can be spent on relevant material that the market and the community need."

The Office for National Statistics estimates 2.2m people in the UK have no technical skills, 10.8m have only social or "citizen" digital skills, 13.6m who have non-specialist IT work skills, and 2.9m "digital makers" work in technology-focussed roles.

Rachel Neaman, chief executive of Go ON UK, agreed digital skills qualifications needed constant updating to cover new technologies.

"The idea of setting a curriculum that's going to last for five to ten years in the digital space is clearly no longer feasible," she told the committee.

At the moment the adult skills budget is just over 2bn and yet some qualifications are

not relevant to today's digital world — those are not going to help us become a digital nation."

She added the UK needed to "face the fact that digital literacy has become the fourth pillar of literacy — you have reading, writing, arithmetic and then you have digital skills."

Maggie Philbin, leader of the UK Skills Taskforce, said: "You don't get to GCSE, A-level or apprenticeship and stop, learning has to go on otherwise it becomes out of date or obsolete.

"With digital skills... we need to be able to access training at any age no matter what your background... and FE is ideally placed to do that."

At previous a committee meeting last month, National Institute of Adult Continuing Education chief executive David Hughes said Local Enterprise Partnerships had made "patchy progress" in helping learners improve digital skills and needed more responsibility.

The committee continues to take evidence, with the next meeting due to take place on October 21.

COMMENTS

Ofsted reinspection timeframe halved

The other thing to remember is that providers graded as "Require Improvement" also have a link HMI under the "Support & Challenge" initiative, so extending re-inspection to two years for Grade 3s help them to fully embed improvements and have at least a full year's validated data to draw upon providing more robust evidence of impact. Also, under Support & Challenge, the link HMI has power to bring forward an inspection if need be.....

Paul B

Even more food for thought, brace yourselves chaps ... Ofsted reinspection timeframe halved

@Gallach

Indies challenged to compete

Fantastic news - that hopefully more private training provider will join in with skills competitions

@RACERupdate

SFA to allow funding 'top-up' for new Esol quals

Perhaps not that sensible - Wouldn't it have been better to use the learner support funding to top up provider shortfall as it's now all part of the ASB pot. By adding non-regulated aims to a learners record it brings in achievement rate complications, which impacts on success rates, minimum standards etc etc etc.

And now that the precedent has been set, look out for providers delivering other aims where the funding doesn't cover the costs of delivery, low level English and maths being prime examples... and (just for fun) taking this one step further, it could

then get so cumbersome that funding per GLH would be the only answer & breed another merry-go-round of simplification.

Country Pumpkin

Phones 4u apprentices find new employers

Will EQL be able to deliver?

Morianna Barriman

'Unsustained' initiatives and 'inability to learn lessons' affecting skills system, report warns

[only on feweek.co.uk]

Unsustained initiatives and inability to learn lessons undermines skills system...applies to more than FE skills

@alistairm

NEWS

Second academic issues guidance criticism

@FCDWHITTAKER

FWHITTAKER@FEWEEK.CO.UK

Further education sector bodies have called for action after another academic criticised careers' advice in England.

In a report written for the Sutton Trust, Professor Tristram Hooley of the University of Derby described statutory guidance issued by the government on careers advice as "weak" and called for the role of the National Careers Service (NCS) to be extended and its website reviewed.

The report, entitled Advancing Ambitions, is the second of its kind this year after Sir John Holman, Emeritus Professor at the University of York, said advice had "failed young people for generations" in his report entitled Good Careers Guidance, written for The Gatsby Foundation in April. It comes after the government passed the legal responsibility for careers advice on to schools in 2011, and earlier this year clarified statutory guidance to require schools to specifically promote vocational routes in their advice.

Professor Hooley said: "These changes have resulted in a major reorganisation of the delivery of career guidance in schools.

She added the UK needed to "face the fact that digital literacy has become the fourth pillar of literacy — you have reading, writing, arithmetic and then you have digital skills."

Maggie Philbin, leader of the UK Skills Taskforce, said: "You don't get to GCSE, A-level or apprenticeship and stop, learning has to go on otherwise it becomes out of date or obsolete.

"With digital skills... we need to be able to access training at any age no matter what your background... and FE is ideally placed to do that."

At previous a committee meeting last month, National Institute of Adult Continuing Education chief executive David Hughes said Local Enterprise Partnerships had made "patchy progress" in helping learners improve digital skills and needed more responsibility.

The committee continues to take evidence, with the next meeting due to take place on October 21.

MEET WORLD CLASS APPRENTICES



From left: Hawk apprentices Katherine Parrish, aged 20, Annalisa Deufemia, 24, Kerry Masterson, 21, Amy Bryant, 21, Tanvir Islam, 20, and Benjamin Long, 17. Inset: Nick Boles

Apprenticeships were celebrated at an event on the Houses of Parliament terrace, overlooking the river Thames.

The event, organised by International Skills Standards Organisation UK, sponsored by City & Guilds and attended by 150 people, was hosted by former Labour Skills Minister John Healey MP. Current Skills Minister Nick Boles was also at the event, last week.

Hawk Training apprentice Luke Kotowski, aged 18, was one of a number of young learners at the event.

"We should make our apprenticeships known internationally, which will

promote them massively and allow apprentices to take their qualifications wherever they want," he told *FE Week*.

Meanwhile, Mr Boles addressed the audience and acknowledged more needed to be done to improve vocational training.

"We have to get many more employers involved, we have to do more to raise the quality if some apprentice programs and finally we have to, learn from the best of what's done in other countries," he said.

"The concept of World Class apprenticeship captures those aims and those ambitions and gives us something to rally around."

Association of School and College Leaders, said: "This report provides yet more evidence about the need for young people to have access to face-to-face guidance from a qualified careers professional. There is no need for any further reports about this matter. It is time for

action." Dr Mary Bousted, general secretary at the Association of Teachers and Lecturers, said: "There is a limit to the amount of research about the weakness of careers advice which the government can ignore."

A Department for Education spokesperson

said: "We know there is much more to do and we are looking closely at how we can further strengthen the system to ensure that every child has access to the support they need to make the right choices at the right time."

The MindSet

REGIONAL LAUNCHES STUDENT EMPLOYABILITY TOOLKIT

A free online tool to assess employability provision within colleges

"The Toolkit was invaluable in helping staff to really engage with the employability agenda, and make immediate and longer term changes to their strategies for the benefit of our learners."

Tracey McIntosh, Director of Employers and Partnerships, Barnet & Southgate College.

COME ALONG TO ONE OF THE FOLLOWING EVENTS TO FIND OUT MORE:

Monday 20/10/14: Midlands Launch @ Derby College, DE24 8JE

Thursday 23/10/14: South Launch @ Bournemouth & Poole College, BH14 0LS

Tuesday 4/11/14: London Launch @ South Essex College, RM17 6TF

Tuesday 11/11/14: North East Launch @ Sunderland College, SR3 4AH

Thursday 13/11/14: North West Launch @ Stockport College, SK1 3UQ

All from 1.30pm—4.30pm

The MindSet is a group of like-minded organisations who are committed to actively changing the perception and reality of the further education sector in preparing students for work.

BOOK YOUR PLACE NOW:

Email: alicegrey@themindset.org.uk or call: 0191 605 3300

CONTACT US: info@themindset.org.uk www.themindset.org.uk @MindSetUK

PROFILE

66

What I really love about FE is there's always an opportunity to do something else, something different



NOT GOING QUIETLY

@FCDWHITTAKER

FWHITTAKER@FEWEEK.CO.UK

As the Institute for Learning (IfL) enters the last few weeks of its existence, Dr Jean Kelly's mood is a mixture of sadness and demob happiness.

Her desk in the open plan offices the IfL shares with dozens of other third sector organisations near Old Street is surrounded by boxes as all 14 members of staff prepare to move on to new things and transfer the IfL's legacy to the Education and Training Foundation (ETF).

Kelly, aged 65, admits she didn't always know her tenure as chief executive, which began in May after Toni Fazaeli retired, would be so short, but she's happy with the organisation taking the reins.

"There was no way that financially we could keep going as we were," she says, having witnessed membership numbers fall in the face of increasing fees in response to withdrawal of government funding.

"My brief when I took over was to look for other ways that we could really continue to

make a difference.

"We tried everything in theory to do that, and nothing really stacked up because what it would mean would have been a diminution of what we were."

"For us, what was important was that qualified teacher learning and skills status [QTLS] went forward. It was such a battle to get that equivalence between qualified teacher status [QTS] and QTLS, but when it came in in 2012, I mean, that was a terrific moment for all of us."

But while Kelly will be sad to leave professional life behind, she is looking forward to having time to do other things, including spending time with her two sons and three grandchildren and enjoying life in her native Charlton.

Growing up in South East London, Kelly attended Addy and Stanhope School, in Deptford, and, like countless others, she cites the hit and miss nature of her education as one of her reasons for going into teaching.

"I had fantastic, inspirational teachers, and some really poor teachers," she tells me.

"I think they do scar you actually, in

some way — you've got to be quite strong to get over it. And that stays with you, and it's something that you can pass on to other people to show that not everybody can do it, and can do it well."

After obtaining a certificate in education at St Gabriel's Teacher Training College, in London, she taught in primary schools in the London boroughs of Bromley and Croydon while also studying with the Open University, an organisation she still enjoys a professional relationship with to this day.

But Kelly craved specialism, and at the age of 40 decided to defy convention by going to Oxford.

"It was daunting," she says. "I saw an advert in the paper, and it said Harris Manchester College was opening its doors to mature students, so I thought: 'If I'm going to go and do a degree, I want to see what it's all about at Oxford'.

"I turned up for the interview, and they thought I had come for a job as a



Kelly aged five

cleaner. I had to fight to establish myself as somebody serious. And that's what's interesting, if you're from a working class background, you are seen as dabbling, but I was totally serious."

Leaving Oxford in 1992, Kelly returned to London with a fellowship at Queen Mary University where she lectured and received a PhD in 1997, and it was then that her long working relationship with FE began.

Initially managing the Cert Ed programme at Soundwell FE college in Bristol for two years, she returned to London again as manager of the BA/MA professional studies in education at Croydon College before moving on to policy roles with the Learning and Skills Development Agency and the Centre for Excellence in Leadership.

She says: "[IfL chair] Sue Crowley and I wrote an article years ago called Snakes and Ladders, and we said that in FE, your career is a bit like snakes and

It's a personal thing

What is your favourite book, and why?

The Riverside by Chaucer. I spent more than five years reading every page of this for my PhD thesis and my teaching. I just love language and the history of language and that's what Chaucer is all about

What is your pet hate?

Queue jumping. At airports, on buses, trains and in shops — in particular those people who do it pretending they haven't noticed a queue at all

What do you do to switch off after work?

I go home, cook, watch Channel 4 news — I'm very good at putting things into perspective

If you could invite anyone, living or dead, to a dinner party who would it be?

Family. They always turn out to be the best parties after all

What did you want to be when you were growing up?

It sounds boring but I always, always wanted to be a teacher. I used to teach my teddies using a blackboard and easel and a range of chalks. My techniques improved over the years



Kelly with grand-daughter Anya Rich, aged two



Kelly and Europe Singh at a Centre for Excellence in Leadership event (CEL)

Kelly (centre left) after her final exams, pictured in Holywell Street, Oxford, with friends

unions, employers, and we were kind of caught in the middle. And it was a shame, because we wanted to work with all of them, and to do that well, and it didn't turn out that way.

"And of course the real fallout from that was the deregulation of qualifications, of having to remain in good professional standing, of having to have QTLS. That's a pity. That's a real pity"

Kelly admits she hadn't planned on retiring so soon, but decided after the plan to close the IfL was announced that it presented an opportunity "to do things I have always wanted to do". The death of her trade unionist husband Brian last year was also a factor.

Whether it's the comfort of impending retirement, or perhaps because she has always been quite outspoken, Dr Kelly is more than happy to share her views on the current government and its education policies.

"We've moved on and we're through it, but it was bad. We were in the eye of a perfect storm that blew up around government,

"We were in the eye of a perfect storm that blew up around government, unions, employers"

which I hope there will be, and if that change means going back to what has always been the bedrock of education in this country, then I think the damage could be contained, and it can be rectified. But if it goes on for years

and years and years in this way, it could do untold damage."

As our interview comes to an end, it's obvious that Dr Kelly's will not be a quiet retirement, although she insists she will not materialise in the offices of ETF chief executive David Russell.

She laughs when I suggest there might be a Greenwich Borough councillor or London Assembly member in her yet, but certainly doesn't rule anything out.

She says: "I think if you don't feel that whatever you are doing is making a difference, then I can't see why you would want to carry on, to be honest. It's important. It's a social responsibility, it's a human responsibility, so yes — I would like to do something like that, yes."

"I desperately want to write and go back and do some work with the Open University, and also the University of the Third Age.

"I am in discussions with the Ministry of Justice because I would quite like to be a magistrate, but apparently I'm too old. They have said I need to talk to the Lord Chancellor, so I am pursuing that."

NEWS

Skills Minister admits to 'nerves' over making employers cough up for apprenticeships

@FCDWHITTAKER
FWHITTAKER@FEWEEK.CO.UK

Skills Minister Nick Boles has admitted to being "nervous" about proposed employer cash contributions towards apprenticeship training costs.

Addressing the Association of Employment and Learning Providers (AELP) autumn conference in Birmingham last week, Mr Boles acknowledged employers already contributed to their apprenticeship programmes in "a million ways".

And he said he was still considering whether mandatory cash contributions would be a good idea.

He said the government was right to pilot its apprenticeship reforms, which include a requirement that employers pay one third of training and assessment costs, but said they would not necessarily work for all businesses.

He said: "I think we should all be honest and observe that the employers involved in delivering apprenticeships under that pilot are employers of a particular kind, a particular depth of resource and the apprenticeships involved are a particular kind of apprenticeship, they're not necessarily absolutely typical."

"I would like every employer who is creating an apprenticeship to want to dig into their pockets to contribute in cash as well as in all of the other million ways employers do contribute, towards the success of that programme, but the question is, do you require it?

"I am nervous, I think, about the effect, particularly on all those employers which do not currently do apprenticeships, I am nervous about the idea of an obligation to put in cash."

It comes after *FE Week* exclusively revealed earlier this month that Mr Boles had hinted at plans to scrap the contributions in his first interview since his appointment in July.

Mr Boles also admitted that the task of getting apprenticeship starts past the 3m mark by 2020, which was set for him by Prime Minister David Cameron in his speech to the Conservative Party Conference, had made his "stomach turn".

He said the percentage of employers providing apprenticeships was still "tiny", and added: "We don't need 10 per cent or 15 per cent of employers doing apprenticeships, we need 40 per cent, 50 per cent, 60 per cent, and that is the really important challenge the Prime Minister has set me."

"It's not so much the headline number of 3m, though it's always good to have something which makes your stomach turn slightly as a challenge, it's the idea that there should be a simple guidance given to every young person."

He said he wanted young people to understand that apprenticeships and university are the two "gold-plated, gold-standard routes through life" and that government would do "anything in its power" to help people down one of them.



Nick Boles

He used his speech to outline his belief in three "profound responsibilities" towards young people held by his generation, which he said had "created the world in which these youngsters are growing up".

He said the government and providers needed to be honest about the fact that jobs increasingly demand a certain level of literacy and numeracy, and that promoting and boosting functional skills would play a part in that.

He added that young people needed to be "challenged and stretched" but not "mollycoddled", and said that with this in mind the government had been right to cancel a "raft of qualifications which might have been quite fun to do and...easier and cheaper to teach, but actually provided very little value to the young people taking them".

He added: "The third responsibility we have towards these young people is to guide them, to steer them, not to leave them stumbling around in the dark without adequate information on which to make the

choices about their future lives.

"That's why as a government we have much more to do on careers advice."

His comments came after AELP chief executive Stewart Segal told delegates that independent learning providers were continuing to deliver valuable training despite cutbacks at government level.

He said: "There is no doubt that you, and we and the department have faced a lot of change, that's quite fair. Budgets overall are

decreasing, so the value for money issue is more important than ever.

"But within that, we should be pleased that many of the programmes which you deliver, those work-based programmes, those programmes which link with employers, are the ones which have high-priority apprenticeships, work experience within study programmes, traineeships, that's all very positive.

"And you're also at the forefront of delivering programmes for the unemployed, which currently gets core non-apprenticeship

funding, and our view is that funding should be prioritised as well and programmes for the unemployed should have a higher priority."

AELP chair and Skills Training UK chief executive Martin Dunford used his speech to warn the conference that the main political parties were focusing on quantity over quality when it comes to apprenticeships.

He said: "Isn't it fantastic to have all three parties talking about apprenticeships? They've finally got the message, but it's all about millions, millions, millions. The way they get around the success rates is to say 'the quality's not good enough and it needs to be improved'.

"Well actually the success rate is higher than ever, the satisfaction rate is higher than ever, and it's embarrassing to talk about that when you're trying to change something that's not broken."

"But he said he had received a positive response from the new minister. He added: "In our meetings so far we have seen a very positive response to our ideas and concerns, quite surprising actually. The minister knows that we share the key objectives for our sector, which is to deliver high quality programmes to meet the needs of individuals and employers."

Stewart Segal (pictured), AELP chief executive, said: "Training providers will be encouraged that party leaders have placed apprenticeships among their highest priorities for the next parliament and I believe that growing the programme will not just make a big difference to people's careers but will also make a significant contribution to answering employers' skills needs as the economy continues to recover."

The manifesto insists that "tackling

growing skills shortages is key to sustaining the recovery," and that investment is needed to make sure everyone reaches a minimum level of skill, with programmes for the unemployed focusing on early intervention and personalised delivery.

Other priorities for the AELP in its updated manifesto include the need to "grow the credibility of traineeships," better access to information about the labour market and more integration between programmes and initiatives.

Stewart Segal (pictured), AELP chief executive, said: "Training providers will be encouraged that party leaders have placed apprenticeships among their highest priorities for the next parliament and I believe that growing the programme will not just make a big difference to people's careers but will also make a significant contribution to answering employers' skills needs as the economy continues to recover."

The manifesto sets out 10 key points for action, including a balanced curriculum in schools with a focus on basic skills and functional English and maths, access to high-quality careers guidance, government funding for basic employability skills and competencies up to level two, better access to information about the labour market and training options and high-quality apprenticeships and traineeships.

Other points include an insistence that apprenticeship reforms must not risk the disengagement of young people and smaller businesses, increased credibility for traineeships, more coherent

procurement across

government departments,

an emphasis on the

"important role" of local

enterprise partnerships

and the need for open

and transparent funding.



Pics: photography@leattwood.com

Manifesto calls for investment to fill skills gap

Continued investment to fill the skills gap is a top priority in the newly-rewritten manifesto of the Association of Employment and Learning Providers (AELP).

The updated document, which sets out a wish-list for government after the 2015 general election, was unveiled at the organisation's autumn conference, and puts investment at the core of its message.

The manifesto insists that "tackling growing skills shortages is key to sustaining the recovery," and that investment is needed to make sure everyone reaches a minimum level of skill, with programmes for the unemployed focusing on early intervention and personalised delivery.

Other priorities for the AELP in its updated manifesto include the need to "grow the credibility of traineeships," better access to information about the labour market and more integration between programmes and initiatives.

Stewart Segal (pictured), AELP chief executive, said: "Training providers will be encouraged that party leaders have placed apprenticeships among their highest priorities for the next parliament and I believe that growing the programme will not just make a big difference to people's careers but will also make a significant contribution to answering employers' skills needs as the economy continues to recover."

strengthen social inclusion."

The manifesto sets out 10 key points for action, including a balanced curriculum in schools with a focus on basic skills and functional English and maths, access to high-quality careers guidance, government funding for basic employability skills and competencies up to level two, better access to information about the labour market and training options and high-quality apprenticeships and traineeships.

Other points include an insistence that apprenticeship reforms must not risk the disengagement of young people and smaller businesses, increased credibility for traineeships, more coherent

procurement across

government departments,

an emphasis on the

"important role" of local

enterprise partnerships

and the need for open

and transparent funding.



Almost a third of employers with apprentices did not know they were running government-backed apprenticeships, a senior civil servant has admitted.

Jennifer Coupland (pictured), deputy director of the joint apprenticeship unit at the Departments for Education and Department for Business, Innovation and Skills, told the AELP autumn conference that a recent survey of employers had presented some "grim" statistics.

Speaking after Skills Minister Nick Boles,

she said: "It's really heartening to see we are on track now for delivering 2m apprenticeships starts over this parliament. That's amazing stuff, so you really do deserve a pat on the back. We also know the quality of those apprenticeships has been improving across the last four years."

"But if you do look under the bonnet, and I don't want to rain on the minister's very good presentation this morning, there are some grim facts as well."

"Our last employer survey showed that 29 per cent of employers who had apprentices were unaware of the fact they had an apprentice. They were training somebody, they were aware of that, but they didn't know the government was paying for a full apprenticeship. "We also know around a fifth of small firms are

unable to find a framework which really does meet their needs, and as the minister has pointed out you've still got pretty low penetration into the numbers of employers offering apprenticeships. It's hovering around the 10 per cent mark depending on how you measure."

She added: "The reform plan was conceived as a way to address this sort of thing once and for all. To grow the quality and the quantity of apprenticeships, and we are going to do this by making it an employer-driven programme."

THIRD OF EMPLOYERS IN DARK ABOUT THEIR OWN APPRENTICES



JIM PROUDFOOT

Director, RITSresults Services, former Ofqual accreditation manager and ex-SQA (Scottish Qualifications Authority) project manager

Ofqual accreditation plan 'not as straightforward as it sounds'

Jim Proudfoot looks at Ofqual plans for accreditation requirements.

In order for a qualification to be offered in England it must have been accepted onto the Register of Regulated Qualifications to show that it is of a required standard and fit for purpose.

Until now all these qualifications have had an "accreditation requirement".

This means they have been individually reviewed against the General Conditions of Recognition and also against any other appropriate criteria before being accredited.

This requirement will be lifted next month.

The accreditation requirement will continue to apply to some qualifications, with Ofqual specifying A-levels and GCSEs.

Other curriculum-based qualifications and probably NVQs and qualifications aimed at apprenticeships, those deemed important enough to fund, may be specified at a later date. In fact they may not lose it at all.

Ofqual has not highlighted these qualifications and they may well keep their accreditation requirement. It has cleverly been left open. Each awarding organisation (AO) will be informed about specific qualifications and it may be that one AO has a requirement and another does not for the same qualifications.

It may be that one awarding organisation has an accreditation requirement and another does not for the same qualifications

It will not be straightforward as it sounds.

Meanwhile, the rest will go through automatically to the register when submitted by an AO on RITS, the IT system used by the regulators as a portal to the register, but this does not mean any less scrutiny or care will apply.

Ofqual is also consulting on Guided Learning Hours (GLH) as well as the current arrangements for the QCF (Qualifications and Credit Framework).

A major outcome of these initiatives for AOs will be the significant increase in their

workload just to ensure that all qualifications remain compliant with the conditions and other relevant criteria. This may also be exacerbated by a change to RITS itself and any potential risk rating that Ofqual applies. The content and structure of the vast majority of their qualifications will not change at all. It will affect funding.

There is considerable pressure on AOs already who are still getting used to the new system introduced by Ofqual in October 2010. It is not obvious where the breakdown in communication is. The number of recognised AOs has grown from 25 to almost 180 ranging from the very large to those with only a few qualifications — all vary in how they operate but all react in a similar way to the effects of change and to costs and funding.

Communication and clarity are the issues. Regulations and other criteria are fairly high-level by nature otherwise they would be unworkable. The MOT certificate confirms a car is roadworthy but, legally, only applies to the time and day it is issued. It is the responsibility of the owner to maintain it or they will forfeit the right to use the road. The same applies to AOs and their qualifications.

Different messages come from different organisations at different times and rumours abound.

Ofqual has been the guardian of standards of qualifications in various guises over the years but it is led by government initiatives. Although it has a certain amount of autonomy it has to report to Parliament and implement what has been decreed.

Qualifications are the intellectual currency that indicate our potential to others and open doors of opportunity. They are also one way of measuring our own abilities and helping us achieve our goals.

There is a danger they will be undermined or devalued by risk taking and, as with the banking crisis, it will be those who can least afford to be given a chance to prove themselves who will pay the price.

A qualification is not an end in itself. It is the responsibility of the individual to use it as they see fit.

Ministers take advice from a range of experts before making a decision. Advice from groups who are not in regular communication with each other can be as detrimental as advice from one individual with nothing to compare it to.

Qualifications and curriculums are cyclical but the basics do not really go away, only the packaging changes.

While we must remain vigilant, it is the practitioners who need support to ensure we remain competitive — success will regulate success.



JANE BYFORD

Partner and head of employment,
SGH Martineau solicitors

Looking out for apprentices during administration

With around 900 apprentices left uncertain of their future following the administration of Phones 4U, Jane Byford considers the legal position for learners, and also providers, in such a situation.

Although the economy is recovering and most businesses are gradually making their way out of the recession, the risk of going into administration still remains, as demonstrated recently by the demise of Phones 4U.

Insolvency affects all individuals who work for an organisation, but what particular impact does it have on apprentices and their training providers?

As a starting point, it is important to draw a distinction between "contracts of apprenticeship" and "apprenticeship agreements".

Contracts of apprenticeship are traditional apprenticeship arrangements, the primary purpose of which is to provide training rather than performing work for the employer. In contrast, apprenticeship agreements are entered into and governed by the Apprenticeships, Skills, Children and Learning Act 2009 and are akin to standard employment contracts.

The agreement is usually between the employer, the apprentice and the training provider and the arrangement must fulfil certain criteria.

At the end of the agreement, the apprentice will receive a recognised qualification and it is not the employer who provides the training but the training provider — often an FE institution.

Terminating apprenticeship contracts is less straightforward than terminating the contracts of other workers and employees. While most employers are familiar with the rules governing dismissal of employees, ie there must be a fair reason and a fair process followed, many employers are unaware that an apprenticeship cannot necessarily be terminated in the same way as other fixed term contracts.

As the primary focus of a contract of apprenticeship is to provide training, an employer can only terminate the contract in limited circumstances eg severe misconduct or closure of the business.

If the employer terminates in other circumstances, it can be liable for loss of earnings and training for the remainder of the apprenticeship.

On the other hand, apprenticeship agreements can be terminated lawfully provided that the dismissal is fair and in accordance with the contract itself.

Niace is calling for adults to have an entitlement to career reviews, not just in mid-life but at other points in their lives, including returning to work from maternity leave, long-term sick leave and caring responsibilities. David Hughes explains why.

Why, when most of us will now work for 50 or more years, do we expect people to make do with the (often inadequate) careers advice they had at school?

This is even more baffling when we know that people will change career many times and jobs will change enormously in coming years.

This lack of advice and support comes to a head at times of transition — perhaps re-entering the labour market after caring for children, or after redundancy, for instance.

The other big transition we have been looking at in the last year is when people enter mid-life — around the time we reach 50.

This is the age at which most people really start to think about retirement, and it often coincides with concerns about ill health, caring responsibilities, children starting their adult lives and even leaving home.

It is also a time when some people have paid off their mortgage and can see new opportunities.

This is why our Mid-life Career Reviews, which have since become part of the government's Fuller Working Lives Proposals and have also been endorsed by the Liberal Democrats as part of their Manifesto, are such an effective intervention.

The economic case for helping people in



DAVID HUGHES

Chief executive, National Institute of Adult Continuing Education (Niace)

There's always time for a career review

mid-life make the right choices about their careers is profound.

Our society is going through a fundamental change. People are living much longer. One-in-six of us is over 65, but by 2050 it will be one-in-four.

The economic case for helping people in mid-life make the right choices about their careers is profound

Over the next decade there will be almost twice as many vacancies as there will be new entrants to the labour market. There is also

a powerful social case — staying in work can help people feel valued and valuable, contributing rather than taking. That makes for better communities and stronger families as well as a stronger economy.

The latest evidence from our Mid-life Career Review Pilot Programme shows that, even though most people want to stay working, the majority end up retiring as soon as they can.

This is often due to ill health or not being able to find the right type of job to fit their desired lifestyle.

We have found in our work that small tweaks to designing jobs and to the workplace can help people stay working longer and that re-training can help people who are not physically able to continue in their job.

It's absolutely vital older people have the right opportunities to develop their skills and participate in learning so they can stay productive, contribute to their employer's

success, as well as making the final years of people's working lives dynamic and fulfilling.

Our work has shown that the Mid-life Career Review — a simple and relatively cost-effective intervention — provides the information and confidence people need to take more control of their work and their lives.

It also aligns with Ros Altman's three Rs — as discussed at our conference last week — retaining, retraining and recruiting.

A recent House of Lords report said that we were 'woefully underprepared for our rapidly ageing population'. That is no longer an option.

We — national and local government, employers, local enterprise partnerships, providers, charities and individuals — must work together to ensure that as Britain ages it does so in a way that benefits everyone.

And we would like to see the career review model extended to help more people, especially those returning to work from maternity leave, long-term sick leave and caring responsibilities.

People do not like to think about getting older. As a country we have been slow to consider the full demographic implications that await us, some popular, others much less so.

But the simple fact remains that people delaying their retirement and working longer can help to diffuse the 'ticking time-bomb' of skills shortages and skills gaps for employers, help people stave off poverty in retirement and save money from the welfare bill.

Join us on board

THE SKILLS SHOW ON THE ROAD

Skills Funding Agency

City & Guilds

Edge Foundation

Premier Colleges

European Union

- Have a Go at the Skills Challenge
- Share your talent on the 'My Self, My Future' stage
- Speak to local employers
- Get expert careers advice
- Find out about Apprenticeships and traineeships

Date	Location
21 October	Leicester Humberstone Gate West
22 October	Ipswich Trinity Park
23 October	Durham The Durham Centre
24 October	Liverpool Williamson Square
25 October	London Leicester Square
28 October	Portsmouth Commercial Road
30 October	Bath Saw Close Car Park
8 November	Birmingham Centenary Square

TO PERFORM, REGISTER YOUR INTEREST NOW

theskillsshow.com/roadshow

@skillsshow /skillsshow

JOBS

Principal

£40-50k plus pension & Bonus
London



To lead the development of a Central London based college circa £2m turnover. To lead the diversification of funding streams and programmes, quality, initiatives and networks within the college.

An outstanding strategic and operational Principal with the inspirational skills and capability to translate organisational vision into deliverable objectives. Sound knowledge and experience of the education, training sector and associated funding including Apprenticeships.

Track record of innovation, quality and business growth. Experience of operating in high profile contexts with excellent communication skills.

To apply, please send your CV to ellen.houghton@purple-hearts.co.uk or to:
Purple Hearts Ltd, 24-25, The Walled Garden, Nostell, Wakefield, WF4 1AB

**Head of Work Based Learning and Apprenticeship
(Senior Management Position)**


London Churchill College

£35,000 - £45,000 per annum + PRP

The College is an SFA approved Register of Training Organisations provider and have now gained SFA funding to deliver a range of vocational programmes including apprenticeships. The College is reviewed by the Quality Assurance Agency (QAA) and currently deliver higher education programme funded by Student Loans Company and has over 600 higher education students enrolled.

This is an exciting opportunity for lead and develop apprenticeships and traineeships project for the College across London.

For further information, please visit:
<http://jobs.feweek.co.uk/jobs/career/28271/Head-Work-Based-Learning-Apprenticeship-London>
To apply, please email CV to Jane Layzell (j.layzell@londonchurchillcollege.co.uk)

Student Employability Toolkit**Student Employability Practitioner**

£500 per 2 day review (plus expenses) Self-Employed Contractor

The MindSet group, on behalf of The SET, is currently recruiting for Student Employability Practitioners on an ad-hoc basis. The MindSet is a group of colleges, alongside The REED NCFE Partnership, who exist to improve the employability provision within the sector. The Student Employability Toolkit has been developed as a tool for whole-college employability review.

The Student Employability Practitioners will be responsible for performing the review in colleges and producing a report from the data collected, which the college can then use to design a strategy to further their success in increasing learner employability.

We're looking for someone with experience of working at a senior level within an FE college, preferably having had experience of employer engagement responsibility, and experience within the area of learner employability.

The successful candidate will have this experience, be an excellent communicator, and be IT literate.

The role will involve some travel and will require a commitment of minimum 10 days per academic year carrying out the two-day reviews, plus a compulsory training session.

If this is you, then please send your CV to jobs@reed-ncfe.org.uk by 12noon on Friday 24 October 2014.

For further information, please contact Matt Brown, HR Manager on 0191 605 3304, or visit our website at: www.reed-ncfe.org.uk/careers

Please note that if successful you will need to be available for one of the following dates:

Wednesday 29 October in Newcastle upon Tyne
Thursday 30 October in Central London

The successful applicants will be required to attend an all day training event on Tuesday 2 December 2014.



Herefordshire & Ludlow College
'Success for our Students'

If you want the very best for your students and have a track record of success in developing excellence in further education, we would love to hear from you.

HEAD OF FACULTY, LAND-BASED STUDIES**FAttractive**

You will lead and manage our highly successful land-based programmes at a superb rural campus, most of which is new build, an outstanding 224 ha commercial beef, sheep and arable farm, woodlands, orchards and lakes.

This career opportunity will require hands-on management of curriculum and quality, overall leadership of our Holme Lacy Campus, and a contribution to the College's strategic direction as a full member of the senior leadership team.

**CURRICULUM TEAM LEADER:
ENGINEERING, MOTOR VEHICLE,
COMPUTING & MUSIC TECHNOLOGY**

£42,800

Reporting to the Assistant Principal - Faculty of Technology, you will manage this substantial curriculum area. Our expectations of outcomes for learners are rightly high, but you will be working with well qualified and strongly committed staff with the very best accommodation and facilities.



For an informal conversation about the above posts, please ring Ian Peake, Principal and Chief Executive on 01432 365300. Visit our website at www.hlcollege.ac.uk, email personnel@hlcollege.ac.uk or telephone 01432 365374 for job descriptions and application forms.

HLC is committed to safeguarding, promotes the welfare of all students and expects all staff to share this commitment.

For the Head of Faculty, Land Based Studies

Closing date: 30 October 2014

Selection days: 6 & 7 November 2014

For the Curriculum Team Leader

Closing date: 3 November 2014

Selection days: 11 & 12 November 2014

Dynamic and Innovative?

With a track record of sustained growth and diversification the Grimsby Institute Group is going from strength to strength and our new Chief Operating Officer will be a dynamic and innovative individual who will be instrumental in maintaining this momentum and identifying new commercial opportunities for the Group.

This opportunity will suit an individual with a genuinely strategic perspective and the intellectual and technical capacity to fulfil the requirements of the role which encompasses Finance, Estates, IT and MIS. You will also ensure that we continue to explore new opportunities for funding and diversifying income streams, and over the next 18 months, as responsibilities in the senior team are re-aligned you will take on increased responsibility for the Group's commercial development strategy.

We are looking for a qualified Accountant with a track record in setting business direction and converting long-term objectives into action. You will thrive in a fast paced environment and be able to demonstrate experience of leading colleagues through change. It's likely your career includes significant experience of leading a broad resources function within a large and complex organisation. Further Education experience will be valuable, but is not essential if you can convince that you are adaptable and versatile enough to quickly get to grips with a new sector.

Closing date: 7th November. Longlist interviews: weeks commencing 17th November.
Final interviews: week commencing 1st December.



Visit www.grimsbycoo.co.uk to find out more or contact Trudy Searle or Mike Galloway at Navigate on 07791 090141/07765 595758

FE Week

FE Week : The only newspaper dedicated to further education and skills
The dedicated place to advertise your vacancies

TO PLACE YOUR NEXT RECRUITMENT ADVERT WITH FE WEEK, CONTACT HANNAH ON 020 81234 778

SCHOOL OF FOUNDATION STUDIES

Programme Leader – ESOL
£16.59 per hour, plus £2.55 holiday pay (term time)
Closing Date: 9am, 27/10/2014
Ref: 2371



Developing world class talent

Creative Skillset's mission is to lead the UK Creative Industries' skills and talent drive, partnering with our industries, so that they have the right people, with the right skills at the right time to be globally competitive. Our Development Team design and create a range of solutions to enable our media, entertainment, publishing and fashion industries to flourish.

Development Manager (1 year fixed term contract initially)

You'll create new industry standards, make vocational qualifications even better and help forge new higher apprenticeships within Higher Education. You'll work with FE, HE, Awarding Organisations and regulatory bodies on a variety of projects and work with the wider team to design solutions in response to employer demand. You'll have a particular brief for Higher Education work.

Find out more at http://creativeskillset.org/about_us/jobs_at_creative_skillset

Creative Standards Development Manager

As part of our work in supporting our industries, we're leading a project to redefine and represent key skills standards (competencies, knowledge and skills) for the 21st Century. You'll work with partners to come up with six 'next generation' Standards packages that will aim to enable industry to solve major skills gaps.

Find out more at http://creativeskillset.org/about_us/jobs_at_creative_skillset

AccRoss College is recruiting in the following areas:

- Lecturer Assessor - Foundations
- Lecturer Assessor - Foundations (SEN)
- Lecturer Assessor - Elite Sport
- Specialist Support Tutor - Dyslexia
- Sports Centre Supervisor
- Business Support Services Administrator
- Work Related Learning Assistant

For more info, to apply or view more vacancies visit

www.accross.ac.uk/jobs



Accrington and Rossendale (AccRoss) College exists to provide high quality education and training to the widest range of local people.

RICHARD TAUNTON SIXTH FORM COLLEGE

Richard Taunton's is a thriving Sixth Form College in the City of Southampton. This post presents a fantastic opportunity to work in a rewarding educational environment. Our October 2013 Ofsted inspection endorsed the high quality of our provision and the great strengths of our learning community which sets out to inspire, challenge and support all learners to become the best that they can be.

P/T FEMALE TEACHER OF SPORT (NETBALL) & PUBLIC SERVICES

Salary: £21,469 to £36,642

We have an exciting opportunity available from January 2015 for a dynamic individual to join our outstanding and experienced Sport and Public Services team. You will be teaching and providing tutorial support for students on the Level 2 and 3 BTEC Sport and Public Services programmes. We are looking for someone with both the appropriate qualifications at degree level and vocational experience within the Sport and/or Public Services sector. You will ideally have coaching experience in Netball. You will be an enthusiastic professional who can engage with our students to ensure that they achieve their highest potential.

Please contact Human Resources on 023 80514747 to obtain further details and an application form, or visit our website www.richardtaunton.ac.uk. All successful candidates will be required to complete an enhanced DBS disclosure.

Closing date: 4pm on Friday 31st October 2014

(If you wish to submit an early application please do so)

JOBS

**Group HRIS & Payroll Manager****Salary: c. £50,000.00**

We recognise that Activate Learning will only be an outstanding organisation and 'Employer of Choice' by attracting and retaining high performing, innovative and truly exceptional people.

As the Group HRMIS & Payroll Manager you will make a real contribution towards the achievement of Activate Learning's goals by leading the Group HRIS and Payroll functions, ensuring that all statutory and contractual obligations for pay, benefits and pensions are met and that maximum usage is achieved from the HR management information system.

You will create an 'exemplar' service ensuring all pay and reward related practices, both functional and strategic, are documented, effective and reflect best practice and that the overall benefit and reward package is competitive.

For an informal discussion on the role please contact **Karen Sanders, Group Director HR & OD on 01865 551014** or for further information and an application pack please contact: **Human Resources, Activate Learning, City of Oxford Campus, Oxpens Road, Oxford, OX1 1SA**

Or to apply online visit our website www.activatelearning.ac.uk/workingforus

Closing date for applications:- **October 31, 2014**

TRIBAL working as one

Freelance Sales Consultancy

Tribal Education is a leading provider of vocational learning resources and support services to the further education sector. We are looking to expand our customer base and develop new partnerships across a range of further education providers.

We wish to grow our team of freelance sales consultants, either individuals or organisations, who can identify new customers and generate significant sales opportunities. If you are interested in working with us and would like an informal discussion please contact our Director of Commercial Services, Joe Keegan, by email to joe.keegan@tribalgroupp.com or telephone 07736 807912.

To find out more about Tribal's work with the further education sector go to www.tribalgroupp.com/publishing

**TO ADVERTISE WITH US CALL
HANNAH SMITH ON**

020 81234 778



JOBS

Activate Learning is a group which brings together secondary, further and higher education, along with workforce training, management consultancy, commercial businesses and social enterprise. At Activate Learning, we believe that education should inspire and develop the change-makers of the future. And to succeed we know that it must lead by example. Our purpose is to empower people to go further in learning and in life, by recognising their unique qualities and by providing an environment which builds confidence, raises aspirations and equips them to succeed.

JOBS

Foundation and Skills Sessional GCSE English Lecturer

Minimum 15 hours per week including evening classes
£24.10 - £34.21 PER HOUR (INCLUDING HOLIDAY PAY)

Do you have the skills and expertise to successfully develop the GCSE English skills of young people?

We are a College rapidly improving towards outstanding and are seeking a highly experienced English tutor to join our team of staff who deliver GCSE English across College. The main responsibility of the role is to deliver the GCSE English course and enable your learners succeed.

Experience of working with young people aged 16-18 is essential as well as the ability to deliver the curriculum creatively. You will have excellent organisational skills and be able to work independently across the College.

Experience of teaching GCSE English is essential. You will hold a teaching qualification, a relevant degree or equivalent professional qualification, and it is desirable for you to possess a Level 4/5 subject specialist qualification.

As an experienced teacher, you will be flexible, approachable and preferably be familiar with the current issues and challenges within Further Education. You would be joining a supportive team which has a strong focus on improving standards and achieving success.

BCoT is committed to safeguarding and promoting the welfare of all its learners, and expects all staff to share this commitment. The successful applicant will be required to undertake appropriate checks, including an enhanced DBS disclosure as well as providing proof of right to work in the UK.

BCoT is an equal opportunities employer and we welcome enquiries from everyone and value diversity in our workforce.

To apply for this post, please click on the link below:-
https://www.hirewire.co.uk/FE/1053284/THW_JobBoard.aspx

If you wish to send a CV with your application, please remember to click 'upload' after attaching it, otherwise your CV will not be sent to us.



CAN YOU MAKE OUR COLLEGE GREAT?

Have you got what it takes to join an Outstanding College?

The College has been judged Outstanding by Ofsted (October 2013) and we are focused on becoming better still. Why? Because we think our students deserve the very best. We offer qualifications from pre-entry through to ESOL, GCE A levels, Apprenticeships and Higher Education programmes to meet the skills needs of our students aged from 14 upwards. Our staff salaries are very competitive with generous annual leave and Conditions of Services. We have very high standards and higher expectations of both ourselves and our students. We have exciting opportunities and are currently looking to recruit suitably qualified people for these posts.

Maths Teacher GCSE and Functional Skills

Post no. T05.15

Salary range: £23,657 to £33,508 per annum

To learn more about these posts, the college and to apply, please visit www.johnruskin.ac.uk/jobs
Please email completed forms to recruitment@johnruskin.ac.uk

*Closing date for these jobs will be the 24th October 2014
Interviews week commencing 3rd November 2014*

We recognise and encourage the potential of a diverse workforce and positively welcome applications from people with disabilities and from black and ethnic minority communities.
All applications are subject to enhanced DBS clearance.

Selsdon Park Road,
South Croydon, CR2 8JJ
Tel: 020 8651 1131
Fax: 020 8651 4011



FUNCTIONAL SKILLS LECTURER (Maths)

Hours: 18.5 per week, 52 weeks per year

Salary: Up to £22,607 (unqualified teacher status) per annum, pro rata
Up to £33,222 (qualified teacher status) per annum, pro rata

Fixed Term for 1 Year

Eastleigh College is looking for a Functional Skills Lecturer to join the Skills for Life learning area and teach Functional Skills Mathematics to a variety of courses across the College's vocational learning areas. You as the Functional Skills Lecturer will require excellent communication and organisational skills to develop the potential of students who are studying on Functional Skills courses from Entry Level to Level 2.

As the Functional Skills Lecturer, you will have experience of teaching Functional Skills Maths; however experience of teaching Functional Skills English, ICT and GCSE Maths would be an advantage. You will be involved in cross College Functional Skills co-ordination and quality control activities and also provide Functional Skills advice and guidance to tutors within the vocational learning areas.

You will teach students in the 16-19 age group who are undertaking full-time vocational courses and Apprenticeships as well as part-time 19+ students who are looking to improve their Maths skills.

Ideally you will hold a teaching qualification (Cert Ed, PGCE or equivalent), however full training can be offered to achieve qualified teacher status.

The closing date for this post is 23rd October 2014
For further details please contact: The HR Department, Eastleigh College on 023 8091 1173
e-mail: recruitment@eastleigh.ac.uk

We pursue a policy of promoting equality and diversity. Applications are particularly welcome from people with disabilities.

Eastleigh College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appointment is subject to an enhanced Disclosure and Barring Service (DBS) check. If you have not heard from us by 2 weeks after the closing date, please assume your application has been unsuccessful.

Sunderland College

EXTERNAL VACANCY

Trainer/Assessor (English and Maths)

**Post Ref: 5703, 37 hours per week. Full-time, Permanent.
£25,884 - £28,287 per annum**

Sunderland College has a long history of employer engagement, achieved through developing the skills and knowledge that equip our learners to work in a diverse range of sectors. Today, Sunderland College works with over 400 businesses and is one of the largest providers of Apprenticeships in the region. The College is keen to continue to build on this success and expand its workforce having secured a number of significant contracts in the above areas.

We are seeking to appoint a suitably qualified Trainer/Assessor to work within the department of English and Maths. The majority of work will involve workplace delivery of Maths and English qualifications including our Apprenticeship provision.

The successful applicant will hold a Subject Specialism in Maths and/or English and a teaching qualification/assessors qualification would be preferable.

Applicants should be able to demonstrate their previous relevant experience in their personal statement and practical examples of how they fulfil the person specification.

Due to the nature of this post you will need to independently mobile and be able to travel throughout the North East and in some instances further afield. You will be required to undertake an Enhanced Disclosure Check.

To find out more about this great opportunity visit sunderlandcollege.ac.uk/vacancies alternatively email vacancies@sunderlandcollege.ac.uk or call 0191 511 6046 to request an application pack.

All applications must be received by 5pm, Monday 20th October 2014.
Please note that previous applicants need not apply.

We are working towards equal opportunities and welcome applications from all sections of the community. We are committed to safeguarding the welfare of children and vulnerable adults.



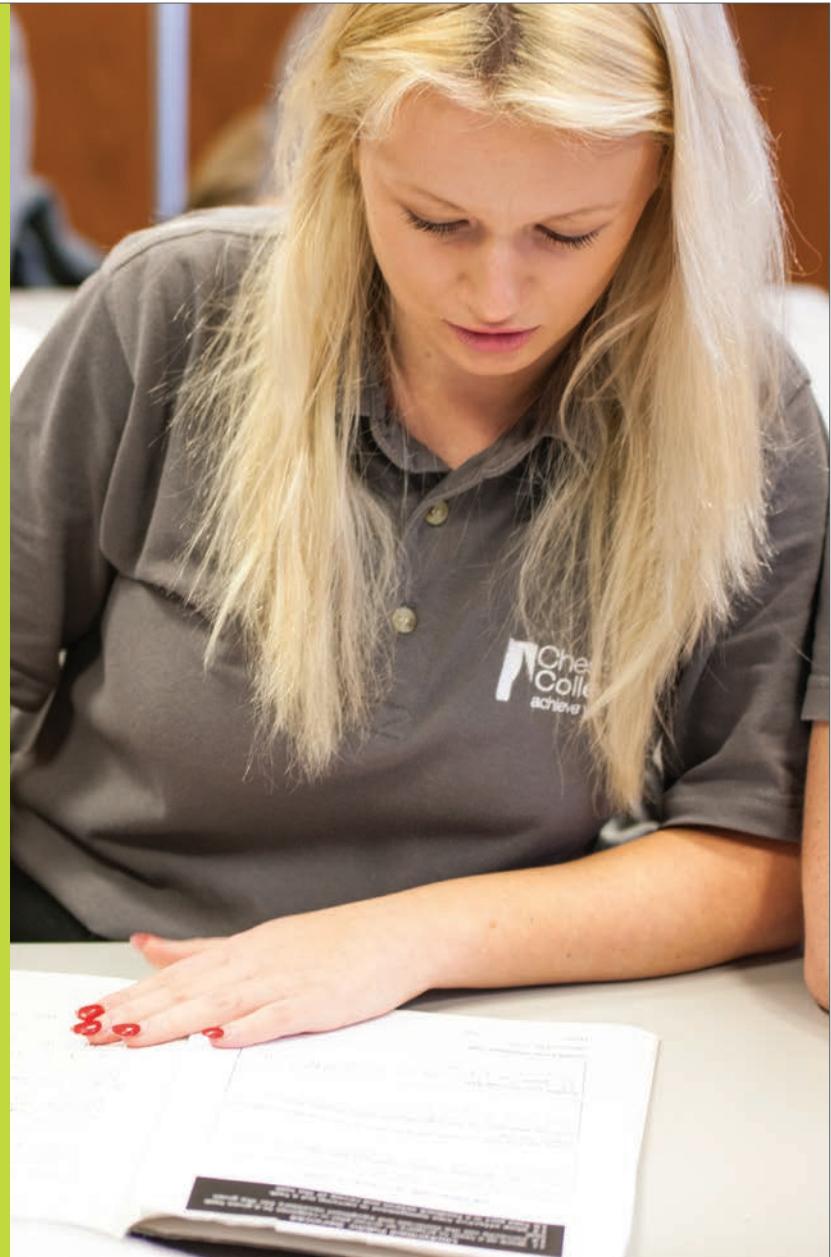
ncfe. the grass is greener.

Switch to NCFE for an experience no other Awarding Organisation can offer.

Our commitment to service is the reason 2,000 Colleges, Private Training Providers and Schools choose NCFE each year.

Switching to NCFE is easy, call us today to find out how.

Call: **0191 239 8003** Email: **switching@ncfe.org.uk**
Visit: **ncfe.org.uk/switch**



FE Week Sudoku challenge

			5	6				
5			8			9		
	8	9		4	2			
9	1				3			
7	8					5	6	
	5			1				
	3	1		7	4			
2			9			3		
		5	3					

**Difficulty:
EASY**

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Last Week's solutions

1	7	3	9	4	2	6	5	8
6	5	8	1	3	7	4	2	9
9	2	4	6	5	8	7	3	1
5	9	6	7	1	4	2	8	3
4	3	1	2	8	9	5	7	6
7	8	2	3	6	5	9	1	4
3	4	7	8	2	6	1	9	5
8	6	9	5	7	1	3	4	2
2	1	5	4	9	3	8	6	7

**Difficulty:
EASY**

3			1	8	4			
6	5	9			2	3		
2			6	5	9			
	9	1	8			6		
2	6		3	1	9			
1	8	5				4		

**Difficulty:
MEDIUM**

6	5	3	9	4	1	8	7	2
9	4	8	3	2	7	5	6	1
7	1	2	5	8	6	4	3	9
1	6	7	8	3	4	9	2	5
3	2	4	6	9	5	1	8	7
8	9	5	7	1	2	3	4	6
4	3	6	2	5	9	7	1	8
5	7	1	4	6	8	2	9	3
2	8	9	1	7	3	6	5	4

**Difficulty:
MEDIUM**

Solutions:
Next week

**Spot the difference
to WIN an FE Week mug!**



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's winner was Christy Lamb, data manager at Gateshead's TCV Employment and Training Services.